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ABSTRACT

The activities presented in this packet correlate with the skills necessary for minimum competency which are listed in a related document, "Elementary Language Arts Program Management Guide, K-5." Skills involving nonverbal communication, oral communication, literature, language, and written communication correlate with the specific Florida State Minimum Student Performance Standards/Basic Skills in Writing, which are measured in the third grade. The other skills taught, while not identified as "basic skills" by the state, are necessary to a comprehensive language arts program and for compliance with state accreditation standards. The packet lists each skill for each grade level (grades one through five) and gives a suggestion for a corresponding activity with which the teacher can measure the child's progress. (JF)

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ED 157 090

ELEMENTARY LANGUAGE ARTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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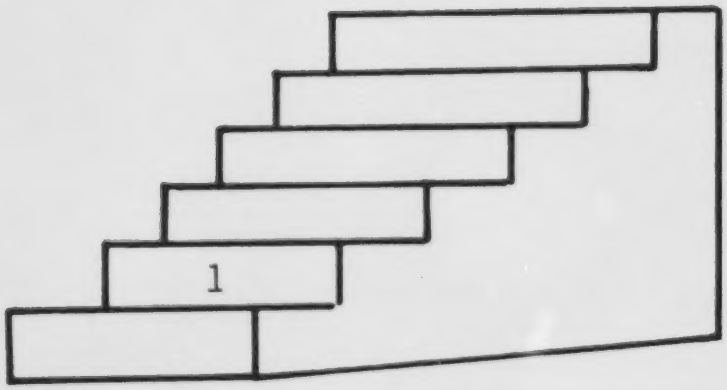
SAMPLE TEACHING EVALUATION PACKET



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CS 204 245

1978

edited by Rosemary W. Bonifay and Gertrude G. Smith
THE SCHOOL DISTRICT OF ESCAMBIA COUNTY
PENSACOLA, FLORIDA
CHARLES W. STOKES, SUPERINTENDENT

GRADE 1

LANGUAGE ARTS SKILLS: Non-Verbal Communication

1. Identifies and responds to non-verbal stimuli.

Teacher puts finger to lips to signify quiet or motions for child to come, and the child responds accordingly. Refer to checklist.

2. *ARRANGES A GROUP OF 3 PICTURES IN SEQUENCE.
(3WB3)

The teacher selects 3 pictures that show an obvious sequence. The child can cut and paste them in sequence, or the child can arrange them by hand to show correct sequence.

3. *SORTS PICTURES AND SHAPES UNDER SPECIFIC HEADINGS.
(3WB2)

1. The teacher gives the students a worksheet with pictures (e.g., animals and foods; or circles and squares; or things to eat and things to ride) and instructs the student to circle items of a specific set.

2. Teacher gives the students a worksheet. Students cut and glue items under correct classification.

   Example:

FOODS		CLOTHES
(picture of slice of bread)	(picture of Jacket)	(picture of apple)
(picture of shoe)	(picture of banana)	(picture of slacks)

GRADE 1

LANGUAGE ARTS SKILLS: Non-Verbal Communication

4. Gives at least two non-verbal directions that can be followed by another child.

After learning to respond to non-verbal directions, the child now gives non-verbal direction.

Oral Communication

5. Names auditory stimuli.

The teacher plays a record of various sounds (dogs barking, car horn, etc.) Child identifies sounds.

6. Listens for a specific purpose.

1. Teacher describes a familiar animal or object. Student tells the name of the animal or object.

   Example: "It has two covers, paper pages, many words and pictures. Name it."

2. Teacher gives directions for a simple art lesson. Child listens and follows directions.

   Example: "Draw a circle on the paper. Color one half red and the other half blue."

7. Identifies oral sentences as statements or questions, as determined by stress, pitch, and juncture.

The teacher reads sentences using proper pitch, stress and juncture. Child identifies sentence as a statement or a question. "Where did Joan go yesterday?" "Put your books on the table."

GRADE 1

LANGUAGE ARTS SKILLS: Oral Communication

8. Uses oral language for specific purposes.

Using a toy phone, the child relays a message, such as calling in a fire alarm.

9. Provides the beginning and ending consonant sounds to a word naming a picture.

-ell

lemo-

-arro-

-a-

-amp

-i-

GRADE 1

LANGUAGE ARTS SKILLS: Literature

10. *TELLS A STORY IN LOGICAL SEQUENCE WHILE LOOKING AT A PICTURE OR PICTURES.
(3WC4)

The teacher selects appropriate, simple sequential pictures and asks the student to tell the story. (Pictures may be found in readiness books, workbooks, etc.) This exercise may be repeated during the year.

11. Interprets by dramatization a story that has been heard or read.

The teacher reads a story. The children then take turns acting out parts of the story.

12. Answers questions about the characters, plot, and setting of a story.

1. Teacher reads story and then asks question. Child responds correctly.

   Example: "The Three Bears"
   1. Who are the main characters?
   2. What did the little girl do to upset the bears?
   3. Where did the story take place?

13. Identifies familiar literature as being poetry or short stories.

1. Teacher reads story or poem. Child identifies material read as short story or poetry by raising his hand and telling the answer orally.

2. The teacher reads a short story or poem. The child writes on paper the letter "s" for short story or "p" for poem.

GRADE 1

LANGUAGE ARTS SKILLS: Language

14. Identifies in a set of words the one having the opposite meaning of a given word.

The teacher reads a key word and then a group of words. The child identifies the word in the group that is opposite in meaning to the key word by circling.

off	will	(on)	dry
cold	(hot)	cat	house

15. Distinguishes between characteristic English word formations.

The teacher presents two sentences to the children and they must choose which is correct.

I are going to the store.
I am going to the store.

He goes with me.
He go with me.

John runned down the street.
John ran down the street.

GRADE 1

LANGUAGE ARTS SKILLS: Language

16. Identifies naming words (noun) and action words (verbs) in a simple sentence.

1. The teacher reads sentences as student follows on worksheet:

   Example: The (dog) barked.

   The (boy) walks to school.

   Student circle the naming word (noun) and underline the action word (verb) in each sentence.

2. The teacher prepares a worksheet of pictures showing action and pictures showing people and things. Child cuts and pastes under either Nouns or Verbs.

Nouns	Verbs

(running)

(cat)

(boy)

(jumping)

GRADE 1

LANGUAGE ARTS SKILLS: Written Communication

17. *DISTINGUISHES BETWEEN COMPLETE AND INCOMPLETE SENTENCES PRESENTED ORALLY.
(3WA1)

1. The teacher reads aloud complete and incomplete sentences and calls on different children to tell her orally if the sentence is complete or incomplete.

2. The teacher reads aloud complete and incomplete sentences and children mark a "C" for complete and "I" for incomplete beside the number of each example:

18. *SPEAKS A COMPLETE SIMPLE SENTENCE.
(3WA1)

1. The teacher asks questions that should elicit complete sentneces. Teacher indicates child's response on checklist.

   Example: "Mary, what did you do this morning?" Child responds with a complete sentence.

2. During a group discussion, the teacher notes on a checklist the students who contribute information in complete sentences.

19. *CONTRIBUTES TO THE CONTENTS OF A TEACHER-WRITTEN FRIENDLY NOTE.
(3WE6)

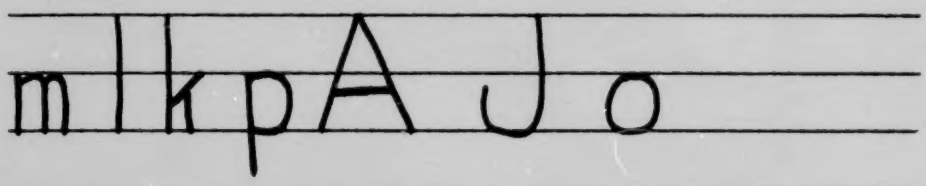
The teacher writes a friendly note to an absent child as the students dictate the contents. Teacher indicates on checklist those who contribute.

GRADE 1

LANGUAGE ARTS SKILLS: Written Communication

20. Distinguishes between upper case and lower case manuscript letters.

The teacher makes a worksheet on which the child circles the upper case letters.



21. Writes with head up and with pencil, hands, and paper in proper writing position.

The teacher observes the children writing and marks appropriate evaluations on the checklist.

22. *COPIES LEGIBLY LETTERS OF THE ALPHABET AND NUMERALS 0-9.
(3WJ16)
(3WJ19)

1. The student will reproduce legibly a sentence or simple paragraph that includes all the letters of the alphabet and numerals 0-9.

   Example: The quick red fox jumps over the lazy brown dog.

   0 1 2 3 4 5 6 7 8 9

2. The student will reproduce legibly the words and number series on a worksheet.

   Example:

   cat ___
   9 ¯
   6, 7, 8 _, _, _
   ball ____

GRADE 1

LANGUAGE ARTS SKILLS: Written Communication

23. *WRITES THE LETTERS OF THE ALPHABET IN SEQUENCE.
(3WG11)

The student writes the letters of the alphabet in sequence on a worksheet, e.g.,

a - c - e - g - -
j - - - n o - - -
s - - v - - y -.

Before	after
- c	a -
- e	c -
- y	x -
- x	u -

24. *COPIES GROUPED LETTERS TO FORM WORDS AND SPACES WORDS TO FORM SENTENCES.
(3WJ17)
(3WJ18)

Teacher provides the students with a paragraph and checks to make sure that letters are grouped properly and that words are spaced correctly.

We went to the beach.
We picked up shells. We played
in the water.

25. * COPIES A SIMPLE INVITATION.
(3WD5)

Dear Mom and Dad,

Please come to P. T. A.

Love,

Mary

GRADE 1

LANGUAGE ARTS SKILLS: Written Communication

26. Completes orally an unfinished imaginative sentence.

Teacher begins sentence. Student completes with his own creative thought.

Example: The dragon _ _ _ _ _ _ _.

The big ball _ _ _ _ _ _ _.

27. *FILLS IN NAME AND AGE CORRECTLY ON ANY GIVEN FORM.
(3WF8)
(3WG10)

1. The teacher passes out a worksheet with blanks at the top for name and age to be filled in.

2. The child copies from the board and fills in blank spaces:

My name is _____.

I am _____ years old.

28. *IDENTIFIES WORDS REQUIRING CAPITALIZATION IN A SENTENCE OR WORD LIST.
(3WI13)
(3WI14)
(3WI15)

29. *PUNCTUATES A SENTENCE WHICH LACKS A PERIOD.
(3WH12)

1. Student circles letters needing capitalization and places periods where needed.

Example:

see John run.
i can see john run.
Jane and i can run.

the ball is red.
My car is green
ben's boat is blue

toy
florida
ball

i
mr. green

GRADE 1

LANGUAGE ARTS SKILLS: Written Communication

30. *SPELLS CORRECTLY WORDS SELECTED FROM THE HIGH-FREQUENCY LIST THAT ARE APPROPRIATE FOR 1ST GRADE LEVEL.
(3WG9)

The teacher dictates words that the children have studied.

GRADE 2

LANGUAGE ARTS SKILLS: Non-Verbal Communication

1. Matches safety symbols to the correct object.

Select pictures of safety symbols--symbols for poison, water safety, storm warning, etc. Students will match pictures of substances, objects, or events to appropriate symbols.

2. Responds satisfactorily when a non-verbal signal is given.

Teacher will observe students and evaluate performance according to previously agreed upon criteria on checklist. Example, fire drill: 1) gets quiet, 2) lines up, 3) follows directions, etc.

3. Names a familiar story being given in pantomime.

Selected student will act out story in pantomime. Class will recognize story or event being pantomimed.

Some "stories" that can be used are: "Jack Jumped over the Candlestick," "Jack and Jill," "Little Miss Muffett."

GRADE 2

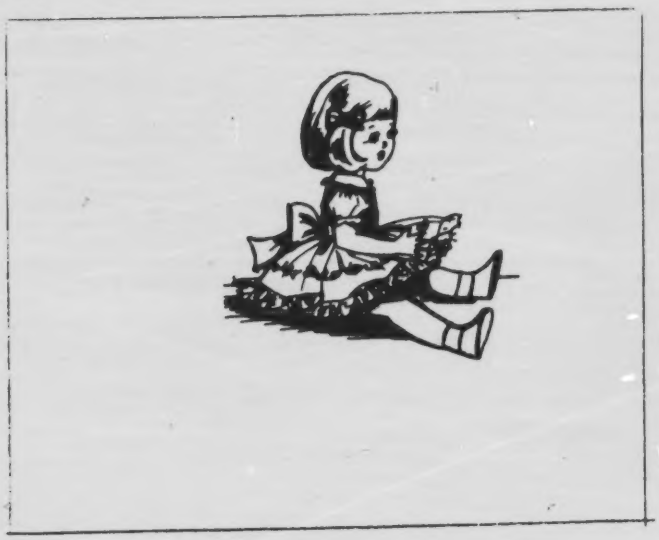
LANGUAGE ARTS SKILLS: Oral Communication

4. Responds appropriately to three-stage directions.

A. Play game "Simon Says: Jump up and down, turn around, and sit on the ground."

B. Give the student a picture of a doll and have him/her (1) color the dress blue, (2) the hair yellow, and (3) draw a circle around the doll.

Do not repeat the directions.



GRADE 2

LANGUAGE ARTS SKILLS: Oral Communication

5. Reads poems, plays, short stories orally using appropriate rate, pitch, volume, and tone.

The teacher evaluates performance on each of the established criteria on a checklist.

(A rating scale of 1(unsatisfactory) to 5(superior) is suggested. See checklist.)

6. Discriminates between long and short vowel sounds.

A. Circle the word with the long vowel sound.

1. talk, bat, cake
2. box, home, cat
3. fish, white, bib

B. Circle the word with the short vowel sound.

1. chop, go, home
2. hush, use, mule
3. rose, rode, toss

C. Use the appropriate symbol to mark the long or short vowel sound in each word.

a	o	i	u	e
1. hat	1. won	1. in	1. sun	1. tree
2. hate	2. so	2. trip	2. use	2. letter
3. cap	3. stop	3. while	3. bug	3. read
4. cape	4. top	4. him	4. us	4. here
5. am	5. drop	5. ride	5. mule	5. dress

GRADE 2

LANGUAGE ARTS SKILLS: Oral Communication

7. Identifies beginning, medial and ending sounds.

A. "Everybody Show": Teacher prepares 3 number cards for each child: #1 representing beginning sound, #2 representing medial sound, #3 representing ending sound. Teacher says a word such as chat and asks, "In what position do you hear ch?" Student holds up appropriate card.

B. 1. Find the word that begins with the same sound as

rack ☐ dancer ☐ paint ☐ street ☐

2. Find the word that ends with the same sound as

clink ☐ mad ☐ rail ☐ question ☐

3. Find the word that has the sound of e as in bell.

green ☐ jet ☐ me ☐ time ☐

GRADE 2

LANGUAGE ARTS SKILLS: Literature

8. Gives an appropriate title to pictures, short stories, poems or non-fiction.

A. Make a title for the following poem:

Way down South where bananas grow,
A grasshopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size."

B. Make a title for the following short story:

Most people like to have parties. Some people like Christmas parties best. Other people like Halloween parties most of all. Almost everybody likes to have a birthday party.

C. Choose the appropriate title to the following:

1. Dogs help people in different ways. Some dogs help blind people to move about. Some dogs are watch dogs. Working dogs can be big or small.

- ☐ Working dogs can be big or small.
- ☐ Some dogs help blind people.
- ☐ Helping Dogs
- ☐ Watchdogs

9. Tells the setting, characters, and plot of easy, silently read stories.

Student will silently read a short story and tell the setting, characters and plot of the story.

Stories that can be used are:

1. Dr. Seuss stories
2. Curious George series
3. Dolch Easy Readers

GRADE 2

LANGUAGE ARTS SKILLS: Literature

10. Locates information through use of "Table of Contents."

A.

TABLE OF CONTENTS

"Help for Bunny" 1

"The Fast Turtle" 6

"A New Kind of Bird" 12

On what page would you find a story about a turtle?

- ☐ 1
- ☐ 6
- ☐ 12

B.

TABLE OF CONTENTS

"A Party for Lee" 1

"Beth Helps a Baby" 14

"Jim's Haircut" 20

On what page would you find a story about Lee's party?

- ☐ 1
- ☐ 14
- ☐ 20

GRADE 2

LANGUAGE ARTS SKILLS: Literature

11. Acts out a part in a given poem, short story or a piece of non-fiction.

A. After reading part of the story "Charlotte's Web," the student will interpret the meaning of the story by dramatizing the part of the pig.

NOTE: Any appropriate fable, poem or short story can be used.

B. After having read or heard a story with clearly identifiable characters and plot, students will assume the roles of the characters and act out the roles, using simple props, costumes, and staging.

NOTE: Puppets, constructed by students to represent the characters in a story poem, etc., can be used by students to act out the story before they attempt to dramatize the story themselves.

Language

13. Orders alphabetically five simple words beginning with different letters.

14. Orders alphabetically four words beginning with the same letters by by looking at the second letter.

A. Circle the word that comes first in ABC order.

1. man, car, house
2. road, put, with
3. big, boat, ball

B. Number the words in ABC order:

_____	old	_____	you
_____	cake	_____	fun
_____	win	_____	hat
_____	fish	_____	food

C. Circle the list that is in the correct ABC order:

cat	cat	cat
egg	egg	run
take	run	egg
run	take	take

GRADE 2

LANGUAGE ARTS SKILLS: Language

15. Finds in a pictorial dictionary requested information about assigned words, e.g., number of syllables, meaning.

A. Look up the following words in a dictionary and write the number of syllables in each.

_____ baby	_____ elephant
_____ apple	_____ teacher
_____ girl	_____ table

B. Divide these words into syllables by drawing a line to separate the syllables.

Example: let/ter

cowboy	yesterday	Indian
yellow	picture	calendar
walking	number	little
remember	breakfast	fisherman

C. Find the following words in the dictionary and write a meaning for each:

trolley
magpie
churn

GRADE 2

LANGUAGE ARTS SKILLS: Language

16. Combines words from each of two lists of base words to produce acceptable compound words.

A. Draw a line from each word in Column A to a word in Column B to make five compound words:

A	B
foot	tub
birth	ball
dog	day
bath	walk
side	house

B. Circle the correct word to complete the sentence:

1. A man who puts out fires is a _____.

   firehouse policeman fireman firetruck

2. A boat that sails on water is a _____.

   saleman tugboat rowboat sailboat

3. A man made of snow is a _____.

   snowflake snowman snowball snowshoe

GRADE 2

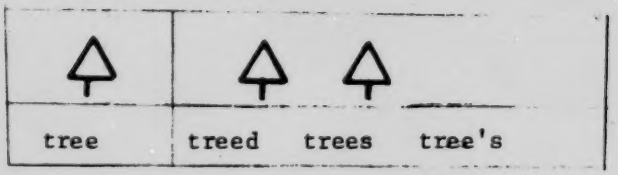
LANGUAGE ARTS SKILLS: Language

17. Adds s or es to singular nouns to form the plurals.

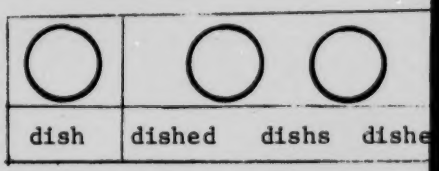
A. Circle the word that tells what the second picture is:

Example:

ball ball's balles balls



tree treed trees tree's



dish dished dishs dishe

Write the correct plural for each word:

1. boy _____
2. cat _____
3. wish _____
4. bird _____
5. glass _____
6. pan _____
7. drum _____
8. bus _____
9. box _____
10. flashlight _____

GRADE 2

LANGUAGE ARTS SKILLS: Language

18. Identifies the correct pronoun form: his, her, she, it, they, them, we, us, I, me, he, him.

Circle the correct pronoun to complete the sentence.

1. Mary played with _____ (we, she, her) dolls.
2. The children listened to _____ (it, their, them) teacher.
3. _____ (She, he, We) see the funny clown.
4. _____ (He, Him, It) told us a story.
5. My mother gave _____ (she, we, us) some cookies.
6. Allen can't go with Jim and _____ (I, me, we).
7. Billy and _____ (I, me, us) climbed the tree.
8. Ann invited both of _____ (we, I us) to a party.
9. Mrs. Jones asked Brett and _____ (I, me,we) to help.
10. The dog barked at _____ (we, she, them).
11. _____ (She, They, It) like to play games.
12. Ted found _____ (his, him, them) ball in the grass.

GRADE 2

LANGUAGE ARTS SKILLS: Language

19. Identifies the two words that make up a given contraction.

A. Circle the two words that mean the same thing as the underlined word.

1. he's
   he was, he is, he are

2. they're
   they is, they have, they are

3. doesn't
   does not, do not, did not

4. she'll
   she is, she could, she will

B. Write the following words as contractions.

you are _____

there is _____

it is _____

there are _____

I will _____

would not _____

could not _____

she will _____

we are _____

have not _____

who is _____

is not _____

they are _____

she is _____

can not _____

do not _____

do not _____

it will _____

they will _____

will not _____

GRADE 2

LANGUAGE ARTS SKILLS: Language

20. Supplies a word that has the same or similar meaning as a given word.

A. Circle the word that means almost the same thing as the underlined word.

1. Presents make me <u>happy</u>.
   sad, glad, brave
2. We saw a <u>large</u> man.
   big, little, small
3. Hand me the <u>plate</u>.
   dish, glass, table
4. Andy threw the <u>rock</u>.
   stick, ball, stone
5. It's time to <u>start</u> the race.
   end, begin, win
6. The girl made a big <u>leap</u>.
   flower, walk, jump

B. Draw a line from each word in Column A to the word in Column B that has almost the same meaning:

A	B
little	high
fast	beautiful
tall	tiny
pretty	unhappy
sad	quick

21. Supplies a word that has the opposite meaning of a given word.

A. Circle the word that is opposite in meaning to the <u>underlined</u> word.

1. The <u>old</u> lady went home.
   big, young, happy
2. The man was <u>strong</u>.
   old, brave, weak
3. I have a <u>new</u> dress.
   pretty, pink, old
4. The soup was too <u>hot</u>.
   cold, bad, salty
5. The witch was <u>ugly</u>.
   pretty, mean, scary
6. The candy was <u>sweet</u>.
   good, sour, bad

B. Draw a line from each word in Column A to the word in Column B that is opposite in meaning:

A	B
big	soft
up	little
hard	early
late	near
far	down

GRADE 2

LANGUAGE ARTS SKILLS: Language

22. Supplies a word that sounds like, but is spelled differently, from a given word.

Underline the correct spelling of the word to be used in the sentence:

1. We will (meat, meet) Mother at four o'clock.
2. John will (beat, beet) the drums.
3. Mother is not (hear, here).
4. Do you know the (right, write) time?
5. I made (know, no) mistakes.
6. Can you (hear, here) the music?
7. The (son, sun) is behind the clouds.
8. A (dear, deer) ran in the forest.
9. Jill has (to, two, too) new dolls.
10. The dog wagged his (tail, tale).

23. Identifies nouns and verbs in sentences.

A. Draw one line under the nouns and two lines under the verbs.

1. The horse jumped over the fence.
2. John sang a song.
3. A pretty bird flew up in a tree.
4. The girls and boys talked and laughed.
5. Our teachers work very hard!

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

24. *USES LEGIBLE MANUSCRIPT HANDWRITING.
(3WJ16)
25. *GROUPS LETTERS TO FORM WORDS.
(3WJ17)
26. *SPACES WORDS TO FORM SENTENCES.
(3WJ18)

Copy from the board the following paragraph:

The boy and girl went to the zoo. They saw many animals. They had fun watching the monkeys.

On a checklist rate each child's handwriting on a 1(unsatisfactory) -5 (superior) scale.

Proper formation (correct strokes)
Size of letters
Spacing of letters
Spacing of words
Adequate margins

27. *COPIES AN INVITATION, NOTICE, OR ANNOUNCEMENT.
(3WD5)
28. *DICTATES AN APPROPRIATELY WORDED FRIENDLY NOTE(INCLUDING DATE, GREETING, BODY, CLOSING, AND SIGNATURE.)
(3WE6)

A. Copy this invitation from the board:

Please come to our art show Friday at four o'clock in the auditorium.

Grade Two
Ensley School

B. The teacher assigns a different letter writing task to several small groups and acts as a scribe for each group, who dictate an appropriate letter and include date, greeting, body, closing, and signature.

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

29. *COPIES A FRIENDLY LETTER.
(3WE7)

A. Copy from the board:

March 15, 1978

Dear Aunt Martha,

Thank you for the puzzle. It was a great birthday present. I hope you will come and visit us soon.

Love,
Jane

B. (For students who exhibit readiness.)
Write your own letter to a friend. Be sure to include the date, greeting, body, closing, and signature.

30. *DICTATES A LOGICAL SEQUENCE OF EVENTS BASED ON PICTORIAL REPRESENTATIONS.
(3WC4)

A. Tell the teacher the story of what the pictures show.

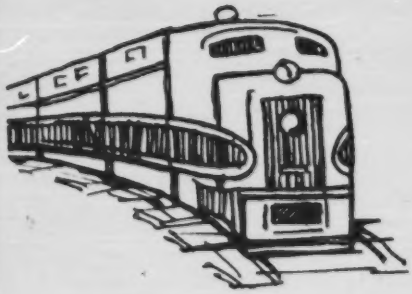
B. Tell the teacher (or write out) the story of what the pictures show.

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

31. *CLASSIFIES PICTURES AND SHAPES UNDER APPROPRIATE HEADINGS. (3WB2)

A. Look at the pictures below. Write T under the pictures that show the ways people travel and W under the pictures that show the work people do.



GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

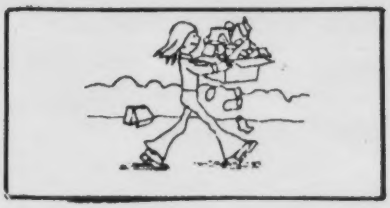
32. *ARRANGES A GROUP OF FOUR PICTURES IN AN APPROPRIATE SEQUENTIAL PATTERN. (3WB3)

A. The pictures tell a story, but they are not in the correct order. Look at the pictures and decide what happened first, second, third and fourth. Below the picture that shows what happened first, fill in the bubble under the 1. Below what happened second, fill in the bubble under the 2. Below what happened third, fill in the bubble under the 3. Below what happened last fill in the bubble under the 4.

1 2 3 4

1 2 3 4

1 2 3 4



1 2 3 4

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

33. Distinguishes between sentences and sentence fragments.
34. *DICTATES GRAMMATICALLY CORRECT SENTENCES.
(3WA1)
35. Writes a dictated sentence correctly.
36. Completes a group of words to express a thought, thereby making a sentence.

Underline the group of words which makes a sentence.

A. 1. Saw the horse.
He saw the horse.
Saw the horse in the barn.

2. The grass is green.
The green grass.
The grass green.

3. Can swim in water.
Swimming in water.
Fish can swim.

B. Complete this group of words to make a sentence.

The mean old witch _____

_____

C. Correctly write the sentence your teacher says.

_____

_____

D. For the teacher: Before students are asked to write sentences, they should be given opportunities to dictate grammatically correct sentences; for example, the teacher begins a story and each child, in turn, adds a sentence orally to advance (or complete) the story. The teacher uses a checklist to evaluate student progress.

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

37. Writes an acceptable English word by applying the same spelling pattern used in two given words.
38. *SPELLS CORRECTLY WORDS FROM A HIGH-FREQUENCY LIST THAT IS APPROPRIATE FOR SECOND GRADE LEVEL.

(3WG9)

A. Write a word that follows the same pattern as the first two words.

ball, call, _____ snow, blow, _____

fight, sight, _____ make, lake, _____

B. Circle the word from the list as your teacher says it.

1.	2.	3.	4.	5.
tan	feed	pave	brike	peant
ten	feel	gave	brake	paint
ton	feer	have	broke	piant
tin	feet	kave	bruke	point

C. Spell the word as your teacher says it.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

rain, shoot, bring, throw, clean, trick, round, float, wheel, dance

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

33. *COMPLETES FORMS REQUESTING NAME AND AGE.
(3WF8)
39. *SPELLS HIS/HER OWN FIRST AND LAST NAME, AND CAPITALIZES THE FIRST LETTERS IN OWN NAME.
(3WG10)
(3WI15)

A. Circle the Form that is correctly filled out.

NAME 8
AGE Robert Adams

NAME Robert Adams
AGE 8

B. Complete this form with your own name and age.

NAME _____

AGE _____

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

40. *USES A PERIOD TO COMPLETE A DECLARATIVE SENTENCE HE/SHE HAS WRITTEN. (3WH12)
41. Chooses the correct punctuation mark to complete a declarative or interrogative sentence.

Circle the punctuation mark which should be at the end of the sentence.

1. Jane went to the store

   . ? ,

2. Father made a birthday cake

   . ? ,

3. Where did you find my hat

   . ? ,

4. How old are you

   . ? ,

5. She can't jump the fence

   . ? ,

Write a telling sentence.

_____

Write an asking sentence.

_____

GRADE 2

LANGUAGE ARTS SKILLS: Written Communication

42. *CAPITALIZES THE FIRST LETTER OF THE FIRST WORD OF A SENTENCE.
(3WI13)
43. *CAPITALIZES THE PRONOUN I.
(3WI14)
44. Identifies within a list of words or in sentences; proper names, (persons' names, days of the week, months, holidays, cities, and states) as requiring capitalization.

Circle the correct word to complete the sentence.

1. _____ (the, The) children sang and played.

2. _____ (we, We) were late to school.

3. Nancy and _____ (i, I) walked to the store.

4. Chad saw _____ (them, Them) at the game.

Circle the words which should begin with a capital letter.

1. next tuesday we will go to tallahassee, florida.

2. it is cold in january and february.

3. on easter i will visit todd smith.

4. the girl lost her doll last saturday.

Circle the words that must begin with capital letters.

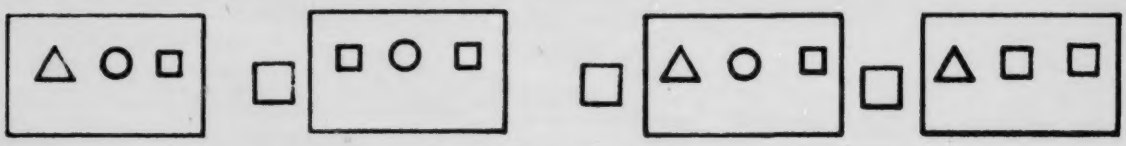
1.	2.	3.	4.
day	fight	mrs. jones	holiday
wednesday	go	she	week
the	florida	helper	halloween

GRADE 3

LANGUAGE ARTS SKILLS: Non-Verbal Communication

1. Demonstrates adequate perceptions of images or shapes.

Mark the box that is the same as the first box.



2. Pantomimes emotions.

Student pantomimes the following emotions: happiness, fear, anger and sadness.

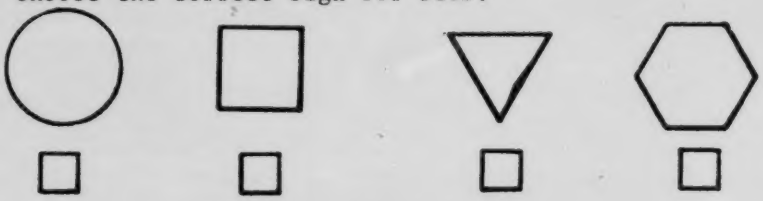
Checklist	Effective	Ineffective
Happiness		
Fear		
Anger		
Sadness		

GRADE 3

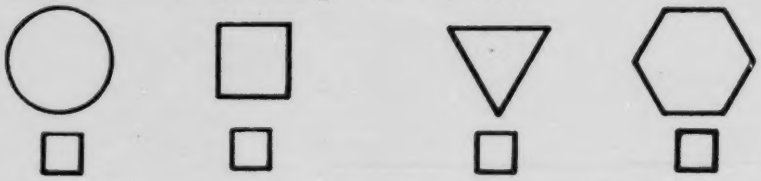
LANGUAGE ARTS SKILLS: Non-Verbal Communication

3. Identifies specific traffic signs.

1. Choose the correct sign for STOP.



2. Choose the correct sign for YIELD.



4. Arranges four or more pictures sequentially.

Number the pictures in correct order.

Eating breakfast	Going out the door to school	Alarm going off!	Getting out of bed
____	____	____	____

GRADE 3

LANGUAGE ARTS SKILLS: Oral Communication

5. Responds appropriately to directions of at least three stages.

Distribute a sheet of unlined paper to each student. Tell students that you are going to give them oral directions which they are to follow. Do not repeat directions; do not answer questions.

Say:

1. Use a pencil to print (in manuscript) your first and last name in all capital letters on the sheet of paper.
2. Fold the sheet in half from top to bottom (or bottom to top).
3. Lay the folded sheet on your desk (table).

Collect all sheets and evaluate.

NOTE: Similar activities must be repeated regularly if students are to master this skill.

6. Identifies orally long and short vowel sounds from a list that is read.

Have student read a list of words and identify the long or short vowel sound.

Checklist	Correct	Incorrect
hat		
pay		
bed		
bead		
lip		
like		
pot		
boat		
cup		
cute		

GRADE 3

LANGUAGE ARTS SKILLS: Oral Communication

7. Retells main events occurring in an oral story. (Teacher-read or recorded story.)

Read a story to the class. Ask questions similar to the following:

1. Where did she go? (detail - who, what, when)
2. What happened first? (sequential)
3. If she goes what will happen? (cause - effect, predicting outcome)

8. Identifies the letters for sounds heard at the beginning, middle and/or end of selected words.

Teacher reads the following:

1. Choose the word with the middle sound ar.

art star mark for

9. Reads a paragraph aloud, using pitch, stress, and juncture appropriate to the meaning.

Have all students read the same paragraph (but not necessarily on the same day.) Use checklist of criteria and rating scale for evaluation.

10. Identifies the rhyming words in selected poems.

Teacher reads a poem to the class. Students will be required to name or write the rhyming words.

GRADE 3

LANGUAGE ARTS SKILLS: Oral Communication

11. Gives oral reports.

1. Have students report on a television program they have seen.
2. Make a report on a book.
3. Make a report on a project.

12. Does choral reading.

1. Use poems like the following:

   "In the Week When Christmas Comes," Language for Daily Use (Grade 3-Level Green), p. 90.
   "Book Houses," LFDU p. 195.
   "It is Raining,"LFDU pp. 228-229.
   "Woolie Boogie Bee," MacMillan English Series Grade 3, p. 243.

2. Use checklist of appropriate criteria and rating scale for evaluation.

Literature

13. Answers appropriate questions about the characters, plot and setting of a story.

1. Select a story and, after story has been read, ask questions pertaining to the characters, plot and setting of the given story.

2. Evaluate by using checklist.

14. Identifies non-fiction literature.

1. Read a biography to class and discuss that it is non-fiction because it is factual. Example. Read a biography of George Washington, Abraham Lincoln, etc.

2. Evaluate by having students identify other selections they read as fiction or non-fiction.

GRADE 3

LANGUAGE ARTS SKILLS: Literature

15. Identifies specific literary types: fable, short story, biography, and poetry.

A. The "Boyhood of Abraham Lincoln" is an example of:

- ☐ a) fable
- ☐ b) short story
- ☐ c) biography
- ☐ d) poem

B. 1. Have student give an example of a fable, short story, biography and poem.

2. Have student match the following (or other titles in the student's experience):

____ 1.	fable	a) "The Boyhood of Abraham Lincoln"
____ 2.	short story	b) "The Lion and the Mouse"
____ 3.	biography	c) "Halloween"
____ 4.	poem	d) "The Ransom of Red Chief"

16. Participates in dramatic arts interpretation of a given story he/she has read.

1. Have students read a given story or play. Select students to dramatize the story for the class, giving them time to plan and to practice. (Over a period of time, all students should have an opportunity to dramatize a role.)

2. Evaluate with a checklist of appropriate criteria (for example, speaks loudly enough to be heard by "audience," uses appropriate gestures and body movements, interprets character he/she is playing, etc.)

GRADE 3

LANGUAGE ARTS SKILLS: Language

17. *IDENTIFIES SINGULAR FORMS OF NOUNS.
(5WA1)

A. Circle all singular nouns in the list below:

1. sisters
2. boy
3. brother
4. scouts
5. library
6. dogs
7. city
8. ball
9. churches
10. bike

B. Underline the singular form of the nouns.

1. Bob has one (brother, brothers).
2. I left my (bike, bikes) in the rack.
3. The batter hit the (balls, ball) over the fence.
4. Our class goes to the (library, libraries) today.

18. *IDENTIFIES THE CORRECT FORMS OF REGULAR VERBS IN CONTEXT.
(5WA2)

A. Cross out the incorrect verb in the sentences below:

1. Yesterday, Bill (helps, helped) with the dishes.
2. Mrs. Bell (play, played) the piano for our class.
3. Spot (barks, barking) at the cat.

B. Underline the correct verb form in the following sentences:

1. Mrs. White (invited, invite) the first grade.
2. My dog (chases, chase) cats.
3. She (march, marched) in the parade.
4. The man (build, builds) boots.

GRADE 3

LANGUAGE ARTS SKILLS: Language

19. *IDENTIFIES REGULAR PLURAL FORMS OF NOUNS.
(5WA3)

A. Circle all plural nouns in the list below:

1. football
2. cakes
3. desk
4. Mother
5. rivers
6. schools
7. table
8. flowers
9. horses
10. house

B. Underline the plural form of the nouns:

1. John worked on model (airplanes, airplane) after school.
2. The man fed the farm (animal, animals).
3. The children ate a bag of candy (kiss, kisses).
4. Four (pencils, pencil) were on the desk.

20. *WRITES THE PLURAL FORM OF NOUNS BY ADDING "S" OR "ES" TO THE BASE WORD.
(5WA4)

A. Write the plural form of the following nouns:

1. church _____
2. book _____
3. fox _____
4. gas _____
5. tree _____
6. kiss _____
7. pencil _____
8. grass _____
9. box _____
10. bush _____

GRADE 3

LANGUAGE ARTS SKILLS: Language

21. Identifies synonyms and antonyms.

A. Choose the synonym for tiny.

- ☐ a. large
- ☐ b. cold
- ☐ c. blue
- ☐ d. small

B. Write a word that means the same or nearly the same as the following words:

1. glad _____
2. cry _____
3. see _____
4. sad _____
5. close _____

C. In each group of words below, one word is not a synonym. Draw a line through this word.

1. throw, toss, hurl, spin
2. answer, question, reply, response
3. chat, laugh, talk, speak
4. huge, enormous, heavy, large

D. Write an antonym for the following words:

1. shut _____
2. unsure _____
3. open _____
4. quiet _____
5. unsteady _____
6. wrong _____
7. unlock _____
8. top _____

E. Find the 6 pairs of antonyms in the following list of words. Write the antonyms on the blanks.

hot	inside	cry	dirty
new	asleep	laugh	outside
cold	old	clean	awake

1. _____, _____
2. _____, _____
3. _____, _____
4. _____, _____
5. _____, _____
6. _____, _____

GRADE 3

LANGUAGE ARTS SKILLS: Language

22. Identifies and composes compound words.

A. Circle the number before each compound word.

1. flashlight
2. carpet
3. windmill
4. boxtop
5. tablet

B. Write a compound word for each of the following meanings:

1. _____ a house that birds live in
2. _____ a bird with black feathers
3. _____ a shade to cover a lamp
4. _____ a lace for a shoe

23. Arranges words alphabetically to the third letters

A. Mark the list in correct alphabetical order.

- ☐ a. meal, mere, meek
- ☐ b. meal, meek, mere
- ☐ c. meek, mere, meal

B. Number the following groups of words in alphabetical order. Use the number 1-5 for each group.

1.		2.		3.	
eat	____	some	____	club	____
come	____	seem	____	clean	____
boy	____	sample	____	clam	____
apple	____	simple	____	close	____
dog	____	supper	____	climb	____

GRADE 3

LANGUAGE ARTS SKILLS: Language

24. Uses the dictionary to identify and/or copy the syllabication of words.

Use a dictionary to do the following:

A. Mark the word which is correctly divided into syllables.

- ☐ a. lett-er
- ☐ b. le-tter
- ☐ c. let-ter

B. Divide the following words into syllables.

1. batter _____
2. today _____
3. leather _____
4. gentle _____
5. ladder _____
6. seven _____

25. Identifies adjectives.

A. Mark the adjective in the following sentence: The tall man plays basketball.

- ☐ a. the
- ☐ b. tall
- ☐ c. man
- ☐ d. plays
- ☐ e. basketball

B. Draw a line under the adjectives in the following sentences:

1. The young girl plays the piano.
2. The brown suitcase was Jerry's.
3. A new bike was the prize.
4. The old man is Steven's grandfather.
5. The pretty flower was blooming.

GRADE 3

LANGUAGE ARTS SKILLS: Language

26. Identifies nouns, pronouns and verbs in sentences.

A. Select the noun in the sentence: The frog hopped.

- ☐ 1. the
- ☐ 2. frog
- ☐ 3. hopped

B. Circle the nouns in the following sentences:

1. The boy ran away.
2. The parrots talked to Mike.
3. Many people were buying fruit.
4. Ellen and Mary rode the horse.

C. Circle the pronouns and underline the verbs in the following sentences:

1. We played kickball after school.
2. Mother gave us some pie.
3. They splashed in the puddles.
4. The dogs barked at them.

27. Distinguishes between subject and predicate.

A. Circle the subject in the sentences below.

1. Fish live in water.
2. The boy won the race.
3. A crate was filled with apples.
4. The fruit smelled good.
5. They rode home happily.

B. Circle the subject in these sentences. Underline the predicate.

1. The market was a busy place.
2. Red, juicy tomatoes were in large baskets.
3. Mice scampered across the floor.
4. I went with Mother to the market.
5. The many colors were pretty.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

28. *WRITES SIMPLE DECLARATIVE AND INTERROGATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER.
(5WA5)
(5WA6)

A. Write a C before the declarative sentences which are in correct word order.

__ 1. Our went family hiking.
__ 2. Our family went hiking.
__ 3. Lisa a doll wanted.
__ 4. Lisa wanted a doll.

B. Write a telling sentence about the picture. (Picture provided by the teacher.)

C. Write an interrogative sentence about the picture.

29. *LISTS INFORMATION (WHO, WHAT, WHEN, WHERE) OF A GIVEN MESSAGE.
(5WD11)

A. Read the story. Find the best answer for each question.

Sam took his dog to school on Monday. His teacher put the dog in a box. Then the dog barked.

1. Who took the dog? ☐ Bob ☐ Father ☐ Sam ☐ Joe
2. Where did he go? ☐ farm ☐ church ☐ home ☐ school
3. When did he go? ☐ Monday ☐ last year ☐ Tuesday ☐ Christmas
4. What did he take? ☐ bird ☐ dog ☐ toy ☐ teacher

B. Have student plan an imaginary birthday party and then list all of the information that would be needed for an invitation.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

30. *COMPLETES AND SPELLS CORRECTLY FORMS REQUESTING NAME, AGE, ADDRESS, AND TELEPHONE NUMBER.
(5WF14)
(5WG17)

A. Select the correct form and mark the circle below.

1

Name Bill
Age 8
Address 578-2136
Phone 123 Oak

2

Name 8
Age Bill
Address Oak 123
Phone 578-2136

3

Name William Smith
Age 578-2136
Address 8
Phone 123 Oak Street

4

Name William Smith
Age 8
Address 123 Oak Street
Phone 578-2136

○ 1.
○ 2.
○ 3.
○ 4.

B. Fill in the blank spaces with the correct information about yourself.

1. Name: _____ (Last), _____ (First) _____ (Middle)

   Address: _____ (Street) _____ (City), _____ (State) _____ (Zip)

2. Complete these sentences:

   Today is _____.
   The date is _____ (month) _____ (day), _____ (year)

   My address is _____ (Street) _____ (City), _____ (State) _____ (Zip)

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

Continued:
30. *COMPLETES AND SPELLS CORRECTLY FORMS REQUESTING NAME, AGE, ADDRESS, AND TELEPHONE NUMBER.
(5WF14)
(5WG17)

C. Fill out the form below:

Name _____, _____
Last First

Age _____

Address _____
Street

_____, _____ _____
City State Zip

Phone _____

31. *USES A QUESTION MARK TO COMPLETE AN INTERROGATIVE SENTENCE HE/SHE HAS WRITTEN.
(5WH19)

A. Choose the punctuation mark which should go at the end of each sentence.

1. Have you finished your work

☐ ? ☐ . ☐ ,

2. Is John going to the ballgame

☐ , ☐ ? ☐ .

B. Write an interrogative sentence and punctuate it correctly.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

32. *USES A PERIOD TO COMPLETE ABBREVIATIONS OF COMMON TITLES (MR., MS., MRS., DR.)
(5WH20)

A. Choose the punctuation mark which completes the abbreviation.

1. Mr	☐ .	☐ ,	☐ ;	☐ None
2. Dr	☐ .	☐ ,	☐ ;	☐ None
3. Mrs	☐ .	☐ ,	☐ ;	☐ None
4. Ms	☐ .	☐ ,	☐ ;	☐ None

B. Write the following:
1. the name of your family doctor
2. the name of your teacher
3. the name of the school principal
4. the name of your grandfather (or father, uncle, etc.)

33. *USES A COMMA TO SEPARATE NAMES OF STATES FROM NAMES OF CITIES IN AN ADDRESS.
(5WH21)

Choose the punctuation mark which separates a city and state.

1. 456 Lake Street
Pensacola Florida 32501

☐ . ☐ , ☐ ; ☐ : ☐ None

2. Punctuate correctly the following address:

246 Elm Street
Mobile Alabama 32664

3. Write your own address. Include street, city, state, and zip code.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

34. *USES A COMMA TO SEPARATE THE YEAR FROM THE DAY OF THE MONTH IN A DATE. (5WH22)

A. Choose the correct punctuation mark used between the day of the month and the year.

July 4 1776

☐ · ☐ , ☐ ; ☐ : ☐ None

B. Write today's date. Do not abbreviate.

C. Write your birthday. Do not abbreviate.

35. *USES AN APOSTROPHE TO FORM CONTRACTIONS. (5WH24)

Which contraction is punctuated correctly?

A.
☐ can,t
☐ can't
☐ can-t
☐ don't
☐ don-t
☐ don,t

B. Punctuate the contractions correctly with apostrophes.

1. isnt _____
2. Im _____
3. cant _____
4. arent _____
5. didnt _____
6. wont _____

C. Write the contraction of the following words. Use apostrophes correctly.

1. do not _____
2. I will _____
3. you are _____
4. he is _____

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

36. *CAPITALIZES PROPER NOUNS WHICH NAME PERSONS, DAYS OF THE WEEK, MONTHS OF THE YEAR, AND NAMES OF STREETS, CITIES, STATES, AND COUNTRIES. (5WI25)

A. Put a C in the blank before each item that is capitalized correctly.

1. ____ Pensacola, Florida
2. ____ Tuesday, July 4, 1977
3. ____ Mr. White
4. ____ 407 Maple Street
5. ____ All of the above

B. Capitalize the following correctly:

1. miami, florida _____
2. tuesday, september 14, 1977 _____
3. mrs. jones _____
4. 604 elm street _____

37. *CAPITALIZES COMMON TITLES. (MR., MRS., DR., MS.) (5WI27)

A. Which group of titles is capitalized correctly?

- ☐ a. Mr., mrs., ms., miss, Dr.
- ☐ b. mr., Mrs., ms., Miss, dr.
- ☐ c. Mr., Mrs., Ms., Miss, Dr.

B. Write correctly

1. Your teacher's name
2. Your doctor's name
3. the librarian's name
4. the principal's name

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

38. *WRITES LEGIBLY IN MANUSCRIPT AND CURSIVE.
(5WJ28)

A. Write this sentence in cursive.

_____

B. Write this sentence in manuscript.

_____

39. *SPACES SENTENCES TO FORM A LEGIBLE PARAGRAPH.
(5WJ29)

Copy these sentences in correct paragraph form.

1. Father took Carol to the zoo on a train.
2. They stopped near the animals.
3. They saw a seal.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

40. Produces an appropriate title or caption for a picture and expresses his/her ideas and feelings in free creative writing.

Look at the picture. Make up a title for the picture. Now write a short story to go with the title and picture.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Note to teacher: Evaluate on appropriateness of title and story.

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

41. *SPELLS CORRECTLY WORDS SELECTED FROM THE HIGH FREQUENCY LIST THAT ARE APPROPRIATE FOR THIRD GRADE LEVEL.
(5WG15)

Mark the correct spelling of the word the teacher calls out. (Ten. I have ten pencils. Ten.)

- ☐ a. tan
- ☐ b. ten
- ☐ c. ton
- ☐ d. tun

Note to teacher: This objective must be worked on frequently and regularly in a planned program of spelling instruction.

42. *WRITES A FRIENDLY LETTER WITH DATE, GREETING, BODY, CLOSING AND SIGNATURE; AND ADDRESSES AN ENVELOPE CORRECTLY.
(5WG12)
(5WG13)

A. Put a C over the correctly written letter.

1. _____

January 20, 1978

Dear Beth,

Thank you for the birthday present. Black Beauty is a wonderful story. Have you read it?

Sincerely,

Jimmy

2. _____

Dear Beth-

Thank you for the birthday present. Black Beauty is a wonderful story. Have you read it?

Your friend

Jimmy

GRADE 3

LANGUAGE ARTS SKILLS: Written Communication

Continued:
42. *WRITES A FRIENDLY LETTER WITH DATE, GREETING, BODY, CLOSING AND SIGNATURE; AND ADDRESSES AN ENVELOPE CORRECTLY.
(5WG12)
(5WG13)

B. Put a C above the correctly addressed envelope:

1. ____

Mr. Ray Stone
526 Pine Avenue
Bellville, FL 32206

2. ____

Miss Sue Brown
121 Park Place
Pensacola, FL 32507

Mr. Ray Stone
526 Pine Avenue
Bellville, FL 32206

C. Write a letter to your friend Roger White who lives at 942 Birch Street, Pensacola, Florida 32501. Invite him to your birthday party at 2:30 p.m., Saturday, May 13, 1978, at your house. Don't forget to address the envelope correctly. (Remember that today is May 1, 1978.)

Note to the teacher: Evaluate with a checklist that includes all of the criteria that the objective calls for.

43. *WRITE AT LEAST TWO RELATED SENTENCES WHICH EXPAND A SPECIFIED TOPIC SENTENCE.
(5WC10)

Copy the following sentence and write at least two more sentences to make a good paragraph: I will never forget my first day of school.

GRADE 4

LANGUAGE ARTS SKILLS: Non-verbal Communication

1. Identifies non-verbal symbols with appropriate meanings.

A. To the teacher: Ask the student to communicate the following ideas just by using his/her hands or body without words.

1. No.
2. Stop.
3. Come with me.
4. Go back!
5. That's bitter or sour!
6. Be quiet.

Use checklist for evaluating.

B. Choose the symbol to use if a sentence asks a question. Circle the correct letter.

A. !
B. ?
C. .
D. ,

C. Look at the following symbols. Beside each one write what it means.

A. +
B. -
C. X
D. =
E. ÷

2. Responds appropriately to specific signals.

Teacher uses gestures to signify certain messages and students respond appropriately.

1. Raises hand for class to line up.
2. Blinks lights for class to get quiet.
3. Beckons with finger to mean "Come here."
4. Nods or shakes head to mean "Yes"or "No."
5. Waves hand to mean hello.

GRADE 4

LANGUAGE ARTS SKILLS: Non-verbal Communication

3. Uses gestures to communicate specified messages.

A. Student communicates the following ideas to classmates by using only gestures.

1. Hello!
2. Get that thing away from me!
3. It's too noisy in here.
4. My stomach hurts.
5. This is too heavy.

B. 1. Use your face and hands to show that you're happy to see someone.
2. Use your face to show you don't like something.

C. Show how to say each of the following with a gesture.

1. "Miss Smith, may I ask you something?"
2. (When on a bicycle) "I'm turning right."
3. "Goodbye!"
4. "Be quiet!"
5. "I don't know."

GRADE 4

LANGUAGE ARTS SKILLS: Oral Communication

4. Identifies vowel and consonant sounds presented orally or pictorially.

NOTE TO TEACHER: Give the following directions:

A. Number your papers to 10. I will say ten words. Listen carefully for the beginning consonant blend in each word. Write the letters that spell the beginning consonant blend you hear in each word. Example: SLOW (consonant blend SL)

1. black
2. clean
3. green
4. press
5. swim
6. smile
7. bring
8. floor
9. stop
10. crisp

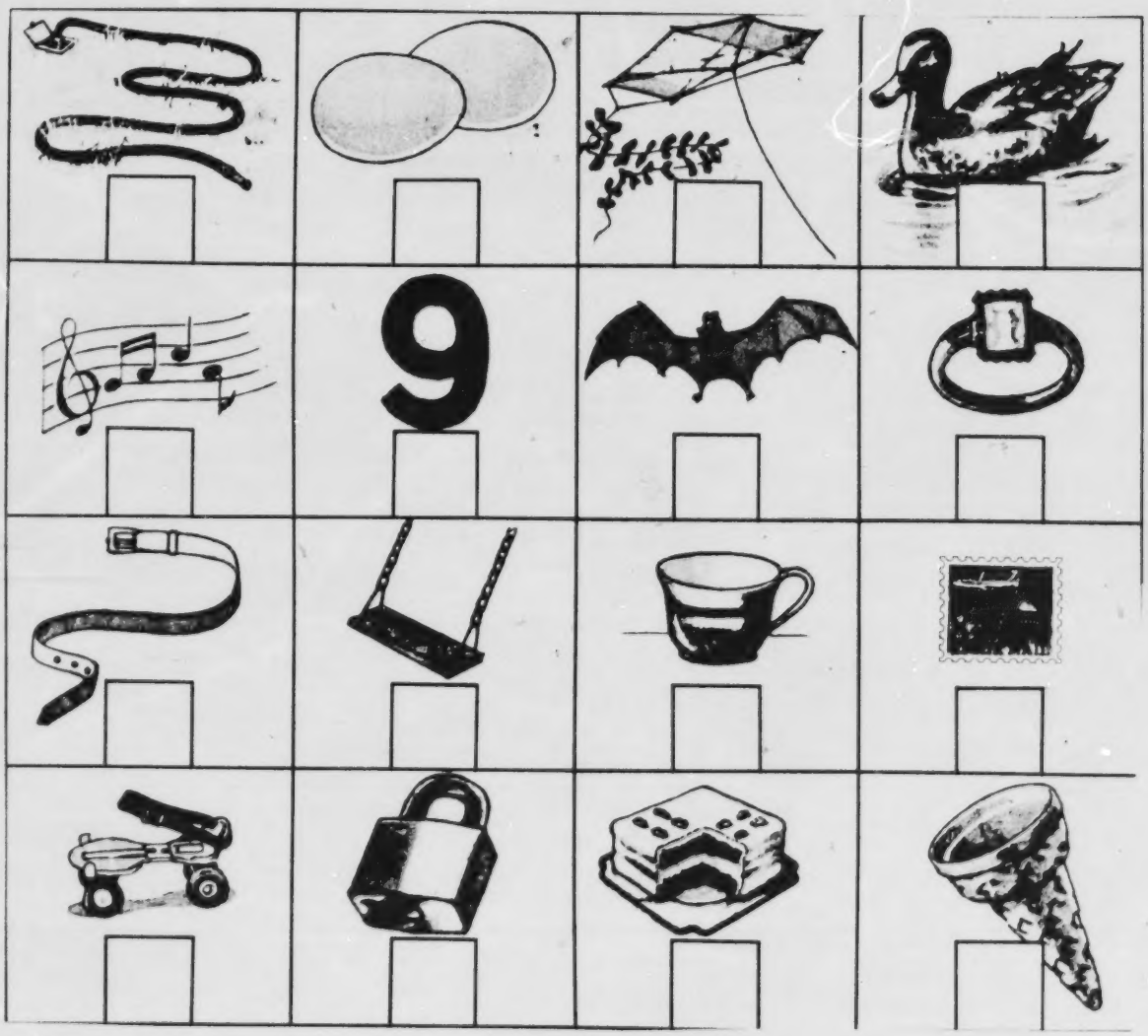
B. Number your papers to 5. I will say five words. Listen carefully for the middle consonant sound. Write the letter that spells the consonant sound that you hear in the middle of the word.

1. parade
2. never
3. cabin
4. finish
5. polite

C. Look at pictures below. Say the name of each picture. In the box under the picture write the letter of the vowel sound you hear. Put a straight line over each vowel that has a long sound.

Example:

See back of page for continuation.



GRADE 4

LANGUAGE ARTS SKILLS: Oral Communication

5. Exhibits techniques of listening by repeating a message.

A. Teacher says, "I will read a message from John's mother to John. Listen carefully so that you will be able to answer questions after I have read the message.'
Teacher reads aloud the following message:

> Go home as soon as school is out. Change your clothes. Get milk and apple from refrigerator for snack. Then go to Grandma's house and wait until I call.

Teacher directions to student: Number your paper from 1-4. Answer the questions.

1. Whom is the message for?
2. When is John to go home?
3. What things does John have to do when he gets home?
4. Where does he go last?

B. Teacher gives a message of two or three sentences that tells <u>who</u>, <u>what</u>, <u>when</u>, <u>where</u>.

Student should repeat the message by stating the facts given, but not necessarily in the exact words.

GRADE 4

LANGUAGE ARTS SKILLS: Oral Communication

6. Identifies the characteristics of oral language. (e.g., pitch, stress, junctures, inflected endings, etc.)

A. Teacher writes the following sentence on board. Ask the student to say the sentence in different ways.

A. I made a B on the test.
B. I made a B on the test.
C. I made a B on the test.

Note to teacher: Use checklist for evaluating.

B. Teacher uses checklist to evaluate the criteria listed in the objective by having the student read the following sentences.

1. Don't ever say that to me again
2. There are fifty states in the United States
3. Stop that noise
4. Why did you do that
5. What a beautiful horse that is
6. What is your birthday
7. We won the game
8. Today is Monday
9. Did you see Bob yesterday
10. Run for your life

7. Evaluates oral language of others. (projection, enunciation, pronunciation, pitch, stress, etc.)

Student listens to a taped speech and evaluates it on the criteria previously established. (A teacher-made checklist growing out of class discussion and practice of each oral skill to be evaluated should be used.)

GRADE 4

LANGUAGE ARTS SKILLS: Oral Communication

8. Gives oral directions of at least three steps so that someone else can accomplish the desired task.

Example:

A. Student gives following directions:

Stand up.
Hop on left foot three times.
Stop and sit down.

B. Give the following oral directions so that someone else can accomplish the task.

Go to the board.
Draw a square.
Put an X in the center of the square.

9. Distinguishes between formal and informal language.

Read the following exercises. Circle the letter of each exercise that best answers the question.

1. Which is an example of informal language?

A. We had a good time.
B. Cool it!
C. Please be quiet!

2. Which is an example of formal language?

A. Beat it!
B. Don't rock the boat.
C. Please get out your homework.

3. Simmer down! is an example of:

A. Informal language
B. Formal language

GRADE 4

LANGUAGE ARTS SKILLS: Oral Communication

10. Gives an oral report using appropriate techniques of oral communication.

Teacher gives student a list of subjects from which to choose one for an oral report.

Suggested ideas:

1. "How I Learned to Ride a Bicycle"
2. "How I Learned to Swim"
3. "My Trip to the Zoo"
4. "How My Model Airplane Works"
5. "Taking Care of My Dog"

Teacher evaluates report on the following criteria:

A. Tells things in right order.
B. Keeps to the subject.
C. Employs Standard English usage.
D. Speaks loudly enough to be heard by everyone.

Literature

11. Reads a short story and identifies the plot orally or in writing.

A. Read a short story selected by your teacher. Tell what the story is about in your own words.

B. Read a short story selected by your teacher and write a summary in your own words.

12. Identifies main characters in a novel. (Also plot and setting.)

Using a novel the student has read, have him/her identify

1. the main characters in the novel and their relationship to each other;
2. the setting (when and where the action took place);
3. what happened in the novel (the conflict and its resolution).

GRADE 4

LANGUAGE ARTS SKILLS:

13. Interprets the meaning of a poem.

The teacher selects a poem which students have not previously read and presents it to students--without a title. After students have read the poem (or teacher has read it aloud), students answer questions designed to check accuracy of interpretation.

Example: Using "To Be a Duck," page 43, MacMillan English Series, Grade 3, ask the following:

1. To what three kinds of transportation is a duck compared?
2. Which of the following is the best title for the poem?
   a. "Our Pond"
   b. "To Be a Duck"
   c. "Transportation"

Example: Using "A Kitten," page 126, Language for Daily Use, Green Level, ask the following:

1. What is the entire poem describing?
2. What words in the poem told you exactly what the poem was about?

GRADE 4

LANGUAGE ARTS SKILLS: Literature

14. Distinguishes among types of literature using a list of descriptive characteristics.

Teacher will test on a selection from the reader.

A. Draw a line from the type of literature to its description:

1. biography	a. the story of a real person's life
2. fable	b. contains a single episode which reveals human weakness and gives a moral
3. poem	c. a short work of fiction (not real people--not true events)
4. short story	d. usually written in stanzas with rhyming words and rhythm.

B. Choose the correct type of literature for this selection you just read. Circle your answer.

1. fable
2. biography
3. poetry

C. The Life of John F. Kennedy is a _____.

1. poem
2. biography
3. short story

D. Circle the type that may be written in stanzas.

1. novel
2. short story
3. poem

GRADE 4

LANGUAGE ARTS SKILLS: Literature

15. Identifies literary selection of various types and interprets the meaning of each.

Students are to identify literary selections as fable, folktale, poem, myth or biography and give a brief summary of each.

After having studied the characteristics of the various literary types to be identified, students should be given several selections to read and identify by type.

Students should then be asked to summarize briefly what the selection "says." A checklist can be used, but teacher judgment is still the primary means of evaluation.

16. Interprets the meaning by dramatization of a familiar story or poem.

After reading the fable "The Fox and Grape," the student will interpret the meaning of the fable by dramatizing the part of the fox.

Note to teacher: Any appropriate fable, poem, short story, or biography can be used.

GRADE 4

LANGUAGE ARTS SKILLS: Language

17. *WRITES THE PLURAL FORMS OF NOUNS BY ADDING "S" OR "ES" TO THE BASE WORD. (5WA4)

A. Underline the correct word to complete this sentence.

Bill found a box of _____.

1. matchies
2. matches
3. mcatchs

B. Underline the plural form of story.

1. storys
2. storyes
3. stories

C. Circle the plural word that is mispelled in this sentence.

James did not like the peares and apples.

D. Make each of the following words into a plural word by adding "s" or "es."

twin _____	porch _____	sing _____
glass _____	sound _____	ditch _____
desk _____	bench _____	word _____

GRADE 4

LANGUAGE ARTS SKILLS: Language

18. *USES GUIDEWORDS TO LOCATE SPECIFIED WORDS IN A DICTIONARY. (5WG18)

A. Underline the word that you would find on a dictionary page that has the guidewords: able and air

able air

1. angry
2. again
3. aim

B. Find the following words in your dictionary by using the guidewords. When you find the word, write in the blanks below the two guidewords that appear on the pages.

1. forest _____ _____
2. money _____ _____
3. treaty _____ _____

19. Locates selected information in the dictionary.

A. Circle the letter of the dictionary meaning which fits the underlined word in the sentences.

dull (dul), adj. a. Not sharp. b. Not clear or bright. c. Unintersting.

1. Tom thought the story was dull.
   a. Not sharp
   b. Not clear or bright
   c. Uninteresting

fit (fit) a. Suitable. b. To be of the right size and shape.
c. A sudden outbreak of strong feeling as of a fit of crying.

2. Jane's new coat fits her perfectly.
   a. suitable
   b. to be of the right size and shape
   c. a suddent outbreak of strong feeling

NOTE TO TEACHER: Devise an appropriate dictionary exercise (pronunciation, meaning, part of speech, etc.) for a list of unfamiliar words and have student use dictionary to obtain necessary information.

GRADE 4

LANGUAGE ARTS SKILLS: Language

20. *IDENTIFIES THE CORRECT FORMS OF REGULAR VERBS IN CONTEXT. (5WA2)

A. Read the sentences and circle the letter that makes the sentence correct.

1. Mary is _____ the rope.
   a. jump
   b. jumps
   c. jumped
   d. jumping

2. Judy _____ to school yesterday.
   a. walk
   b. walks
   c. walking
   d. walked.

3. My dog always _____ at strangers and warns me.
   a. barks
   b. barked
   c. barking
   d. bark

B. Write a sentence for each of the following verbs: (You may add "s," "d or ed," or "ing.")

1. laugh
2. play
3. march

GRADE 4

LANGUAGE ARTS SKILLS: Language

21. Identifies correct homonym to be used in a sentence.

A. Underline the correct homonyms in these sentences.

1. The hurricane (blew, blue) down several trees.
2. Why is the sea (blew, blue)?
3. I know the (right, write) answer.
4. Did Rachel Carson (right, write) a book about the sea?
5. I've read (some, sum) of them, but I haven't read them all.
6. What is the (some, sum) of these seven numbers?
7. This lemon is (to, too, two) sour.
8. Mother told me (to, too, two) come home after school.
9. Jean found (to, too, two) dimes on the playground.
10. Throw the ball over (here, hear).

22. Supplies the possessive forms for both singular and plural nouns.

A. Underline the word which completes the sentence.

1. The _____ coat is read.
   a. girls'
   b. girl's
   c. girls

2. _____ pony is very gentle.
   a. James
   b. Jame's
   c. James's

B. Circle the number of the word that shows more than one person owns something.

1. group
2. group's
3. groups'

C. Write a sentence in which you tell that a book belonging to your sister is lost. Use a possessive word correctly.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

23. *CLASSIFIES WORDS NAMING OBJECTS WITH SIMILAR CHARACTERISTICS UNDER APPROPRIATE HEADINGS.
(5WB7)

A. Look at the words in the list below.

nail
board
hammer
tack

Underline the sentence that tells how they are alike:

1. They are things used by a fireman.
2. They are things used by a carpenter.
3. They are things used by a policeman.

B. Look at the words below.

carrot
apple
cabbage
orange
corn
peach
cherry
celery

Write each word under the proper column.

Fruits	Vegetables

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

24. *WRITES LEGIBLY IN MANUSCRIPT AND CURSIVE.
(5WJ28)

A. Write any sentence you would like to write in cursive.

B. Write the same sentence in manuscript.

NOTE TO TEACHER: Teacher should use a checklist to evaluate (strokes, spacing, slant, etc.)

25. *WRITES DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER.
(5WA5)

A. Change the word order and write a correct declarative sentence.

1. moving today I away am

B. Read each set of sentences below. Underline the one which tells something. *(declarative)

1. Tom can ride in a bus
2. Can Tom ride in a bus

1. Where is my math book
2. Here is my math book

1. Miss Jones can speak Spanish at school
2. Can Miss Jones speak Spanish at school

C. Write a sentence that tells something.

*Children should use the phrase <u>tells something</u> and <u>declarative</u> interchangeably.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

26. *WRITES INTERROGATIVE SENTENCES USING APPROPRIATE ENGLISH WORD. (5WA6)

A. Change the word order and write a correct interrogative sentence.

1. Dad are and fishing Tom now right

B. Read each sentences and underline the one which asks a question (interrogative).*

1. Look out for the fire truck
2. The fire truck is red
3. Is the fire truck red

C. Underline the sentence which asks a question.

1. Come here, Sue
2. Is Sue here
3. Sue is here

D. Write an interrogative (asking) sentence of your own.

*Children should know that question and interrogative are interchangeable.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

27. *CAPITALIZES PROPER NOUNS WHICH NAME PERSONS, DAYS OF WEEK, MONTHS OF THE YEAR AND NAMES OF STREETS, CITIES, STATES, AND COUNTRIES. (5WI25)

A. Capitalize the proper nouns.

1. tom's baby brother was born friday, august 2, at 200 marian street, pensacola, florida.

2. we flew to paris, france, last tuesday.

B. Read each group of sentences; answer the questions.

1. Which sentence has correct capitalization? Circle the letter of the sentence.

   a. Mary was born September 1, 1967.
   b. Mary was born September 1, 1967, in Pensacola, florida.
   c. mary was born September 1, 1967, in pensacola.

2. Circle the letter of the correct writing of the country or continent.

   a. america
   b. North America
   c. Great britain

C.

1. In a sentence write when (month, day, year) and where (city, state) you were born. (Example: I was born ----------)

2. In a sentence write where you live (street, city, and state).

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

28. *SPELLS WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE 4.
(5WG15)

Teacher should refer to (1) Statewide Spelling Words, Grades 3-4, (2) words identified as high frequency in adopted spelling program, (3) words commonly misspelled by fourth graders in their own writing.

29. *SPELLS WORDS CORRECTLY IN INDEPENDENT WORK.
(5WG16)

A. Read the following sentence. Circle the number of the sentence which has words not spelled correctly.

1. John dose all his work.
2. John does all his work.

B. Read the letter. Circle the word that is not spelled correctly.

January 2, 1978

Dear Aunt Ann,

Thank you for the dress you sent me. I like dresses with wide belts. I tryed it on last night, and it fit just right.

Love,

Betty

NOTE TO TEACHER: Students should have ready access to a dictionary when writing. Students should be required to proofread writing.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

30. *LISTS INFORMATION (WHO, WHAT, WHEN AND WHERE) OF A GIVEN MESSAGE. (5WD11)

A. Read the following sentence.

> Last week John went sailing on the river with his friend Dick.

Circle the word to answer each question.

1. Who went sailing with Dick?
   A. Bob
   B. John
   C. Jerry

2. What did John and Dick do?
   A. went fishing
   B. went hunting
   C. went sailing

3. When did John and Dick go sailing?
   A. last week
   B. yesterday
   C. last year

4. Where did Dick go sailing?
   A. on the river
   B. on the lake
   C. at the seashore

B. Listen to the message that your teacher gives you. After she gives you the message, make a note below of the following information in the message:

who? _____
what? _____
when? _____
where? _____

NOTE TO TEACHER: Any message that gives the necessary information is appropriate. For example, have student pretend that you are calling him/her on the phone. Identify yourself and ask student to tell his/her mother that she is invited to your classroom for a meeting (specify time) of parents who have volunteered to help with the school carnival. Evaluate student response on accuracy and completeness.

GRADE 4

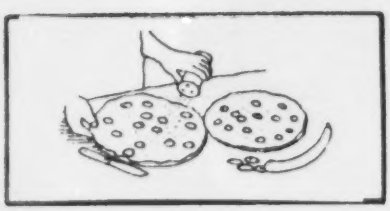
LANGUAGE ARTS SKILLS: Written Communication

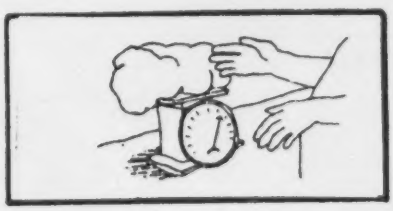
31. *ORGANIZES THREE SEGMENTS OF A STORY INTO AN APPROPRIATE SEQUENTIAL ORDER.
(5WB8)

A. The sentences below tells three things that Jack did. Underline the one he did last.

1. Jack went home.
2. Jack came to school.
3. Jacked helped his teacher.

B. Circle the picture that should come first.





C. Write an account of something exciting that happened to you recently.

NOTE TO TEACHER: Evaluate student's account of an event for logical sequence.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

32. *ARRANGES FOUR SENTENCES INTO A MEANINGFUL PARAGRAPH. (5WC9)

A. Circle the number for the group of sentences which are in the right order to make a good paragraph.

1. Mr. Brown rushed out of the house and got into his car.
   He started the motor and backed out of the garage.
   He had run over Billy's bike.
   Suddenly there was a loud crash.

2. Mr. Brown rushed out of the house and got into his car.
   He started the motor and backed out of the garage.
   Suddenly there was a loud crash.
   He had run over Tommy's bike.

B. Write at least four sentences about one of the following topics:

My Ambition
My First Pet
My Best Friend

NOTE TO TEACHER: Evalutate student writing for unity of paragraph.

33. Chooses from six sentences those that will go in a paragraph about a specific topic.

A. Read the sentences and underline the one which does not belong with the others.

1. There is a ball on the sidewalk.
2. Where is the jump rope?
3. I think it belongs to Betty.
4. She had a ball like that yesterday.
5. Put the ball on her porch.
6. Oh, it rolled off the porch!

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

34. *SPACES SENTENCES TO FORM A LEGIBLE PARAGRAPH.
(5WJ29)

A. Read each paragraph. Make an X on the paragraph which is written correctly.

Joe is a baby horse.He lives on a farm.Jane and Bob like to ride him.

Joe is a baby horse. He lives on a farm. Jane and Bob like to ride him.

B. Copy the paragraph that is correctly written.

NOTE TO TEACHER: Evaluate only on criteria in objective unless other criteria (e.g., various criteria of good handwriting) have already been established.

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

35. *WRITES AT LEAST TWO RELATED SENTENCES WHICH EXPAND A SPECIFIED TOPIC SENTENCE.
(5WC10)

A. Read the paragraph.

> The cheetah is a beautiful wild animal. It is a large cat which has a lovely coat of short yellow fur, marked with large, black spots. The body and legs of the cheetah are long and slender. As it walks or runs, the cheetah makes a very graceful and beautiful sight.

B. Read the topic sentence below. Underline the sentence which expands the topic sentence.

> Do you know what a clown fish is?

1. It is a very small fish which grows to be only three inches long.
2. The clown fish lives in the Pacific Ocean near Australia.

C. Write at least two sentences which expand the following topic sentence:

Tomorrow is the first day of summer vacation. _____

_____

_____

_____

_____

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

36. Expresses in writing ideas and feelings about a given picture.

A. Teacher exhibits a picture and has students state, in writing, what is happening, how the people feel, what time of year it is, etc.

B. Teacher exhibits a picture of a situation and asks students to write one or more paragraphs telling what they think is happening in the picture and why.

C. Teacher exhibits a picture of a person whose face expresses a mood or emotion and has students write one or more paragraphs telling what the picture makes the student think of and how it makes him/her feel.

(Evaluation should be based on how well the student expresses his ideas and feelings and on any other criteria established prior to the writing.)

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

37. *WRITES A FRIENDLY NOTE.
(5WE12)

A. Circle the number by the letter which is written correctly.

May 1, 1978

1. Dear Paul,

Our class had a play. It was about a book called The Red Balloon. We had lots of fun doing the play. I wish you could see it.

Your friend,
Dot

May 1, 1978

2. dear Paul,

Our class had a play. It was about a book called the red balloon. We had lots of fun doing the play. I wish you could see it.

Your friend,
Dot

B. Write a friendly note inviting someone to a play that your class is performing in the school cafeteria.

NOTE TO TEACHER: Evaluate only on those criteria which have been established with student. See Written Communication objectives No. 38(5WI26) and No. 39(5WG23).

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

38. *CAPITALIZES SIMPLE GREETING AND CLOSING OF A LETTER. (5WI26)

A. Make the necessary corrections in capitalization in the following:

May 1, 1978

dear Sally,

I had a wonderful time at your house last weekend. I enjoyed the cookout in your back yard. Please thank your mother for putting up with me.

sincerely,
Polly

B. Write a letter to a friend or relative thanking him/her for a gift. Use correct capitalization.

NOTE TO TEACHER: Evaluate only on the criteria in the objective unless other aspects of letterwriting have been reviewed and students understand all the criteria. See Written Communication objective No. 39(5WG23).

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

39. *USES THE COMMA IN THE GREETING AND IN THE CLOSING OF A FRIENDLY LETTER. (5WG23)

A. Punctuate the following greeting and closing of a friendly letter.

1. Dear Mary
2. Yours truly

B. Circle the correctly punctuated greeting for a friendly letter.

1. Dear Mary:
2. Dear Mary,
3. Dear Mary;

C. Underline the correctly punctuated closing of a friendly letter.

1. Your friend,
2. Your friend:
3. Your friend;

D. Write a letter to a friend or relative inviting him/her to visit you for a week during summer vacation.

NOTE TO TEACHER: Evaluate only an criteria in objective unless other criteria have already been extablished with student. See Written Communication objective No. 38(5WI26).

GRADE 4

LANGUAGE ARTS SKILLS: Written Communication

40. *ADDRESSES AN ENVELOPE.
(5WE13)

A. Circle the number by the envelope which is addressed correctly.

1.

Kathy Moore
32 Rose Street
Miami, Florida

Jack Bush
101 Count Road
Tampa, Florida 32503

2.

Kathy Moore
32 Rose Street
Miami, Florida 36411

Jack Bush
101 Count Road
Tampa, Florida

3.

Kathy Moore
32 Rose Street
Miami, Florida 36411

Jack Bush
101 Count Road
Tampa, Florida 32503

B. Address an envelope for a letter that you have written to a friend. Be sure to include all of the necessary information in the proper form.

NOTE TO TEACHER: Others examples can be devised to stress capitalization, punctuation, etc. Evaluate only on criteria already established.

GRADE 5

LANGUAGE ARTS SKILLS: Non-Verbal

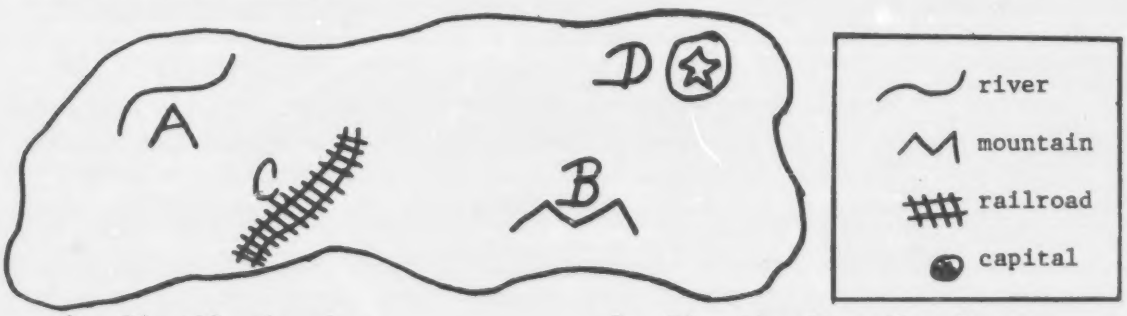
1. Responds correctly to signals given during choral reading.

Children read a poem in unison. Teacher directs with hand signals and facial expressions.

Evaluation: Teacher observation.

2. Associates meanings with specific symbols.

A. Look at the map. Read the instructions below. Circle the letter of the correct answer.



1. Identify the river.
   a. C
   b. D
   c. A

2. Identify the railroad.
   a. B
   b. C
   c. A

3. Identify the capital.
   a. B
   b. D
   c. A

GRADE 5

LANGUAGE ARTS SKILLS: Oral Communication

3. Responds to oral directions to perform specific observable tasks.

A. Teacher reads to a child:
   1. Place a circle in the right top corner of your paper
   2. Place a square in the bottom left corner.
   3. Place a triangle in the top left corner.
   4. Place a rectangle in the right bottom corner.

B. Teacher gives the following instructions for heading a paper.
   1. Write your first and last names on the first line of your paper, starting in the center of the page.
   2. On the second line write Language.
   3. On the third line write today's date.

Evaluation: Teacher observation and checklist.

4. Gives an informative speech of at least three minutes to his peers.

1. Have children report on a current event.
2. Have children tell about a trip they've taken.
3. Have children give oral reports on science or social studies topics.

Note to teacher: Evaluation should be made on checklist of criteria established in classroom instruction. Example: volume, pitch, rate, pronunciation, etc.

GRADE 5

LANGUAGE ARTS SKILLS: Oral Communication

5. Improvises dialogue for a variety of social situations.

A. Hypothetical situations requiring different levels of language are assigned to students so that they can improvise appropriate language:
   1. Brothers and sisters are discussing family plans (family lanugage).
   2. Committee at school is planning for a booth at the carnival.
   3. A committee of students explains the grade level curriculum to P.T.A.

Note to teacher; Criteria must be established for evaluation.

GRADE 5

LANGUAGE ARTS SKILLS: Literature

6. Identifies the description of literary types.

A. Identify the following types of literature by their characteristics.
   1. Expresses author's opinion on a subject. _____
   2. Written by someone about his own life. _____
   3. Written by someone about someone else's life. _____
   4. Usually has rhyme and rhythm. _____
   5. A story that is not true. _____
   6. A story that is true. _____

7. Infers the motives of characters in short stories and novels.

Student reads a short story independently. Teacher questions student as to reasons why each character makes the decisions that he/she does in the story.

GRADE 5

LANGUAGE ARTS SKILLS: Literature

8. Reads a poem orally in such a manner as to convey understanding.

Child selects a poem to read orally. Teacher observes if child reads with understanding (pronounces words correctly, adjusts rate to mood, phrases appropriately, etc.) and observes punctuation marks in poem.

Note to teacher: Evaluate on checklist of criteria established in classroom instruction.

9. Identifies similes and metaphors.

A. Underline the simile in each sentence.
   1. The boy is as stubborn as a mule.
   2. The girl is as pretty as a picture.
   3. She sings like a mocking bird.
   4. He runs like a gazelle.

B. Underline the metaphor in each sentence.
   1. Her teeth are pearls compared to mine.
   2. He's an elephant walking around the apartment.
   3. John is a snake in the grass.
   4. She's a doormat for his friends.

GRADE 5

LANGUAGE ARTS SKILLS: Language

10.* WRITES THE PLURAL FORMS OF NOUNS CORRECTLY.
(8WA-1)

A. Each underlined word has been rewritten in the plural form. Circle the correct plural.

1. baby	2. church	3. wife
a. babys	a. churches	a. wifes
b. babies	b. churchies	b. wives
c. babyes	c. churchs	c. wivies

B. In the blank before each sentence, write the correct plural of the noun in parentheses.

_____ 1. We collected two (box) of food for the needy family.
_____ 2. There were several (monkey) in the cage.
_____ 3. All of the (leaf) on the tree turned brown.
_____ 4. John sharpened four (pencil) before he began his work.
_____ 5. The children were singing about three blind (mouse).

11. Uses adjectives to describe concrete objects.

A. 1. Describe a flag.
2. Describe a school bus.

B. Underline the adjectives in each sentence.
1. Mother baked a big batch of delicious cookies.
2. The rusty, old armor lay in a dark corner of the damp, moldy dungeon.

GRADE 5

LANGUAGE ARTS SKILLS: Language

12. Identifies nouns, pronouns, verbs, adjectives, adverbs, and prepositions in given sentences.

A. In each sentence label the underlined word as to whether it is a verb, noun, pronoun, adverb, adjective, or preposition.
   1. The small boy cried because he fell from the tree yesterday.
   2. My mother baked a birthday cake for me today.

B. 1. Use "walk" in a sentence as a verb.
   2. Use "walk" in a sentence as a noun.

GRADE 5

LANGUAGE ARTS SKILLS: Language

13. Uses the dictionary to define and identify the parts of speech of each of five words as used in a given sentence.

A. Use the dictionary to look up the underlined words in each sentence. Label as adjectives, adverbs, nouns, verbs, or prepositions.
   1. The beautiful girl went to town yesterday.
   2. An angry man ran from the store today.

B. (1) Use the dictionary to locate the underlined words. (2) Select the meaning that best fits the sentence and write it on your paper. (3) Write the part of speech the word is.
   1. The present time is the best time for study.
   2. Bloodhounds can scent a person's trail.

14. Uses the dictionary to locate, define, and pronounce a list of words.

Note to teacher:

A. Using each week's spelling words as part of the spelling assignment, have students look up each word, pronounce it, and write its definition.

B. As an evaluation, have students compose an original sentence with each word and read any or all of sentences aloud. (Correct pronunciation and understanding of meaning can be evaluated easily.)

GRADE 5

LANGUAGE ARTS SKILLS: Language

15. Uses pronouns appropriately in written assignments.

A. Underline the correct pronoun in each sentence.
   1. (She, Her) went to the bus.
   2. (He, Him) played football with (them, they).
   3. (We, Us) girls helped decorate for PTA.
   4. Jimmy invited Bob and (I, me) to his birthday party.

B. Use each of the following pronouns in an original sentence:
   1. they
   2. him
   3. I
   4. us

GRADE 5

LANGUAGE ARTS SKILLS: Language

16.* (8WA-4) WRITES SENTENCES THAT HAVE SUBJECT-VERB AGREEMENT.

A. Choose the correct word to complete the sentence. Circle the answer.

1. The _____ is beautiful.
   a. women
   b. woman
   c. womens
2. Mary _____ to school.
   a. run
   b. runs
   c. runned

B. Write a sentence with each of the following verbs. Be sure to make subjects and verbs agree.
1. take
2. goes
3. see
4. begin

C. Complete each sentence below.
1. My little brother _____ all of the time.
2. I _____ every night.
3. My teacher always _____.

GRADE 5

LANGUAGE ARTS SKILLS: Language

17.* (8WA-2) USES THE APPROPRIATE FORMS OF COMMON REGULAR VERBS.

Choose the correct verb to complete the sentence. Circle the answer.

A. A policeman _____ in our neighborhood.
   1. lives
   2. live
   3. living

B. I _____ to school everyday.
   1. walks
   2. walk
   3. walking

C. Write a sentence with each of the following verbs:
   1. learn
   2. uses
   3. spelling

18.* (8WA-5) USES THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS.

A. Choose the correct verb to complete the sentence. Circle the answer.
   1. John _____ a movie yesterday.
      a. see
      b. saw
      c. seen
   2. Joe _____ a pint of milk.
      a. drank
      b. drink
      c. drunk

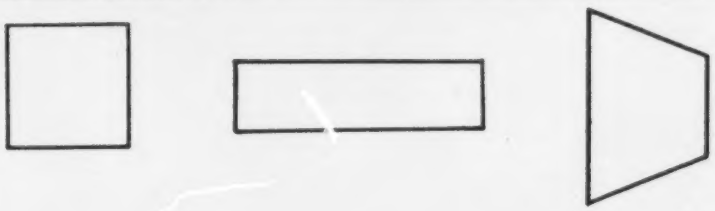
B. Write a sentence with each of the following verbs:
   1. went
   2. done
   3. taken

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

19.* GROUP WORDS OR OBJECTS WHICH ARE SIMILAR.
(8WB-7)

A.



Mark the shape below which is most like the group above.

1.

2.

3.

B.

Mark the shape below which is most like the group above.

1.

2.

3.

C. Look at the words in the list below. Think of the things named. Separate the words into <u>two</u> groups according to the similarities.

leopard robin sparrow tiger lion bluejay

_____ _____

_____ _____

_____ _____

D. Put the following words under the best heading:

love pretty hate small anger old fear

FEELINGS DESCRIPTIONS

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

20.* PRODUCES HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS. (8WB-8)

A. Choose the correct heading for these words. Circle your answer.

bluejay, sparrow, wren

1. a. insects
   b. reptiles
   c. birds

B. Choose the correct heading for these objects. Circle your answer.

1. a. tools
   b. sports equipment
   c. machinery

C. Write a heading for each of the following groups of foods:

1. _____
   carrots, spinach, potatoes, lettuce
2. _____
   pork, beef, veal, chicken
3. _____
   apples, oranges, bananas, grapes

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

21.* MAKES A LIST OF THE INFORMATION NEEDED BEFORE WRITING. (8WB11)

A. You are inviting someone to your birthday party. Which of the following lists of information must you include? Circle the answer.

1. your age, time, place
2. time, date, place
3. date, place, refreshments

B. You have to write a report on the ostrich for science class. List four points of information you would need to find out and include in your report.

1.
2.
3.
4.

22. Combines a pair of related simple declarative sentences to make a simple declarative sentence with a compound subject or verb.

A. Combine these simple sentences into one declarative sentence.
   1. Joe went to the fair. Jack went to the fair.
   2. She ate lunch at school. I ate lunch at school.
   3. Mrs. Brown called on me in class. She asked me to recite a poem.
   4. I got a chocolate rabbit for Easter. My brother got one too.

23.* (8WA3) (8WA6) COMBINES TWO RELATED SENTENCES INTO A COMPOUND SENTENCE USING APPROPRIATE CONNECTORS.

Combine these sentences in a compound sentence.

1. Mary went home. Joe stayed at school.

2. Mother went downtown for lunch. Father went home for lunch.

3. I like to make good grades. I don't always like to study.

4. I missed the bus yesterday. Mother had to take me to school.

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

22. Combines a pair of related simple declarative sentences to make a simple declarative sentence with a compound subject or verb.

A. Combine these simple sentences into one declarative sentence.
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   2. She ate lunch at school. I ate lunch at school.
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4. I missed the bus yesterday. Mother had to take me to school.

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

24.* WRITES AT LEAST THREE SENTENCES RELATED TO ONE TOPIC.
(8WC-12)

A. Which of the following sentences is not related to the topic of baseball? Circle the answer.
   1. He hit a homerun.
   2. The quarterback made a touchdown.
   3. The left-fielder caught the ball.
   4. Sutton pitched a no-hit game.

B. Which of the following sentences would not describe a day at the fair? Circle the answer.
   1. We ate the cotton candy and got our hands sticky.
   2. Some boys and girls rode the ferris wheel.
   3. The waves were too high for swimming.
   4. The bumper cars were a lot of fun.

C. Copy the following sentence. Write at least three aditional sentences related to the first sentence to form a good paragraph:

   Middle school is different from elementary school.

LANGUAGE ARTS SKILLS: Written Communication

25.* (8WG-24) SPELLS WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE 5.

A. Which of the following words is spelled incorrectly. Circle the word.

1. a. concrete
   b. companys
   c. describe
   d. fierce

2. a. furious
   b. graon
   c. gracious
   d. museum

B. Note to teacher: A regular spelling program must be maintained throughout the year if students are to develop this skill.

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

26.* (8WG-25) SPELLS MONTHS OF THE YEAR, DAYS OF THE WEEK, AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-FIVE.

A. 1. Which month is spelled incorrectly? Circle the answer.
   a. December
   b. Augest
   c. February
   d. October

   2. Which day of the week is spelled incorrectly? Circle the answer.
   a. Monday
   b. Tuesday
   c. Thusday
   d. Sunday

   3. Which of the following is spelled incorrectly? Circle the answer.
   a. seventy
   b. ninty
   c. fifty
   d. twelve

B. 1. Write (do not abbreviate) the seven days of the week.
   2. Write (do not abbreviate) the twelve months of the year.
   3. Write the following numbers:
   a. 1-20
   b. 30, 40, 50, 60, 70, 80, 90
   c. 100, 119, 125, 143

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

27.* (8WH-28) USES THE COMMA TO SEPARATE WORDS IN A SERIES.

A. 1. Which sentence is punctuated correctly? Circle the letter.
   a. For dinner we had steak, salad, and a potato.
   b. For dinner we had steak salad, and a potato.
   c. For dinner we had steak salad and a potato.

   2. Which sentence is punctuated correctly?
   a. The day was warm sunny, and clear.
   b. The day was warm, sunny, and clear.
   c. The day was warm sunny and clear.

B. Use each of the following lists in a sentence. Be sure to punctuate correctly.

1. ice cream
   cake
   punch

2. damp
   cold
   cloudy

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

28.* USES THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS.
(8WH-29)

A. Which of the following sentences is punctuated correctly? Circle the letter.

1. John, please go to the door.
2. John please go to the door.
3. John please, go to the door.

B. Which punctuation mark is needed after Jane in this sentence. Circle the letter.

Thank you, Jane for your present.

1. ,
2. "
3. ;

C. Write two original sentences using a person's name in direct address.

29* USES AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT,
(8WH-27) WHEN FORCE IS INTENDED.

A. Choose the correct punctuation for the following sentence:

Don't jump off that bridge

1. .
2. !
3. ?

B. The following sentence is punctuated incorrectly. Choose the correct punctuation.

Stop all this noise?

1. .
2. ,
3. !

C. Write three imperative sentences (commands) showing that force is intended.

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

30.* CAPITALIZES COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS.
(8WI-30)

A. Which of the following is the correct abbreviation? Circle the correct answer.
   1. a. Mr. Jones
      b. mr Jones
      c. mister Jones

   2. a. doctor Moore
      b. dr. Moore
      c. Dr. Moore

B. Write the following, using a correct abbreviation in each:
   1. the name of your school principal
   2. your mother's (or father's) name
   3. the day of the week of today
   4. the month of the year of Christmas
   5. your state

31* CAPITALIZES APPROPRIATE WORDS IN TITLES.
(8WI-31)

A. Which of the following titles is written correctly? Circle the correct answer.
   1. a. "The Black Pony"
      b. "the Black Pony"
      c. "the Black pony"

   2. a. "A Beautiful butterfly"
      b. "A Beautiful Butterfly"
      c. "A beautiful butterfly"

B. Write the title of
   1. a story you have read
   2. a book you have read
   3. a movie you have seen
   4. a television program you watch

LANGUAGE ARTS SKILLS: Written Communication

32. Uses correct handwriting and spelling in regular composition assignments.

1. Your teacher will dictate five spelling words for you to use in sentences. Use correct spelling and handwriting.

2. Your teacher will dictate three sentences containing spelling words. Use correct spelling and handwriting.

33* (8WJ-32) PROOFREADS FOR LEGIBILITY AND CORRECT SPELLING.

A. Circle the sentence which is easy to read and is spelled correctly.

1. Jimmy is playing footbull.
2. Jimmy is playing football.
3. Jimmy is playe footbale.

B. Note to teacher: Have students habitually proofread all written work for legibility and spelling.

LANGUAGE ARTS SKILLS: Written Communicatio.

34.* (8WD-14) INCLUDES THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE.

A. 1. Which of the following is necessary information from a phone message? Circle the answer.
   a. Caller's name
   b. Telephone number
   c. Main idea of the message
   d. All of the above
   e. None of the above

   2. You have left the following message for your mother. What necessary information did you leave out of the message? Circle the answer.

   Mother: Mrs. Smith called. She wants you to call her.
   a. Time of day
   b. Telephone number
   c. The date

B. You are at home alone when the phone rings. Mrs. Brown, whose phone number is 987-6543, wants to know if your mother needs a ride to PTA meeting tonight.

   Write the message you would leave for your mother.

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

35.* (8WD-15) LISTS THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS.

A. From the following items, which would you need to build a birdhouse? Circle the answer.
   1. hammer
   2. nails
   3. wood
   4. saw
   5. all of the above

B. List the items necessary for performing one of the following tasks:
   1. decorating your classroom for a Valetine party
   2. writing a letter to a relative in California
   3. making a skateboard

C. List the steps necessary for performing one of the following tasks:
   1. baking a cake
   2. shampooing your own hair
   3. putting on a play
   4. laying out a baseball diamond

GRADE 5

LANGUAGE ARTS SKILLS: Written Communication

36.* (8WF-23) COMPLETES FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES.

A. Which information card is filled out correctly. Circle the letter.

1.

Name John Gaines
Phone 6-15-65
Date of birth 473-2251
Place of birth Pensacola, Florida
Parent's Name Mr. and Mrs. M. Gaines

2.

Name John Gaines
Phone 473 2251
Date of birth 6-15-65
Place of birth Pensacola, Florida
Parent's Name Mr. and Mrs. M. Gaines

3.

Name John Gaines
Phone 473-2251
Date of birth Pensacola, Florida
Place of birth 6-15-65
Parent's Name Mr. and Mrs. M. Gaines

B. Fill out the form below with the requested information about yourself:

Name _____
Last, First Middle
Address _____
Street, City, State
Telephone _____
Date of birth _____ Place of birth _____
Month--Day--Year City,
_____
State

Parents' or guardians' names _____

Answer Key - 5th Grade Skills

Objective

1. Teacher observation and evaluation

2. 1. C 2. B 3. B

3. Teacher observation and evaluation

4. Teacher observation and evaluation

5. Teacher observation and evaluation

6. A. Essay
   B. Autobiography
   C. Biography
   D. Poetry
   E. Fiction
   F. Non-fiction

7. Teacher observation and evaluation

8. Teacher observation and evaluation

9. A. 1. as stubborn as a mule
      2. as pretty as a picture
      3. like a mockingbird
      4. like a gazelle

   B. 1. teeth are pearls
      2. He's an elephant
      3. John is a snake
      4. She's a doormat

10. A. 1. b; 2. a; 3. b
    B. 1. boxes 2. monkeys 3. leaves 4. pencils 5. mice

11. A. 1. Red, White, Blue, Striped, etc.
       2. Yellow and black, big, long, noisy, crowded, etc.
    B. 1. big; delicious
       2. rusty, old; dark; damp, moldy
    Note to teacher: If teacher has so instructed, a, an, and the should be listed.

12. A. 1. Small-Adj., boy-Noun, cried-verb, he-pronoun, from-preposition, yesterday-adv.
       2. My-pronoun, mother-noun, birthday-adj., for-prep., me-pron., today-adverb.
    B. Example: 1. Do not walk on the grass.
                2. We took a walk in the country.
    (Answers will vary.)

Objective

13. A. 1. beautiful-adjective, girl-noun, went-verb, to-preposition, yesterday-adverb
2. angry-adjective, man-noun, ran-verb, from-preposition, today-adverb
B. 1. present 2. being at hand (answers will vary) 3. adjective
2. scent 2. detect by smell (answers will vary) 3. verb

14. Teacher observation and evaluation

15. A. 1. She 2. He, Them 3. We 4. me
B. Teacher observation and evaluation

16. A. 1. B, 2. B; B and C Teacher observation and evaluation

17. A. 1.; B. 2.; C. Teacher observation and evaluation

18. A. 1. B; 2. A; B. Teacher observation and evaluation

19. A. 3.; B. 2; C.

		D. FEELINGS	DESCRIPTIONS
robin	leopard	love	pretty
sparrow	tiger	hate	small
bluejay	lion	anger	old
		fear	

20. A. 1. C; B. 1. A.; C. 1 vegetables 2 meats 3 fruits

21. A. 2; B. Teacher observation and evaluation (answers will vary)

22. A. 1. Joe and Jack went to the fair.
2. She and I ate lunch at school.
3. Mrs. Brown called on me in class and asked me to recite a poem.
4. My brother and I got chocolate rabbits for Easter.

23. A. 1. Mary went home, but Joe stayed at school.
2. Mother went downtown for lunch, and Father went home for lunch.
3. I like to make good grades, but I don't always like to study.
4. I missed the bus yesterday, and Mother had to take me to school.

24. A. 2; B. 3; C. Teacher evaluation

25. A. 1. B.; 2. B.

26. A. 1. B.; 2. C.; 3. B.; B. 1, 2, 3, Teacher evaluation

27. A. 1. A; 2. B; B. Teacher evaluation

28. A. 1.; B. 1; C. Teacher evaluation

29. A. 2.; B 3.; C Teacher evaluation

30. A. 1. A; 2. C
B. 1. Mr. (Mrs. or Ms.) ____2. Mrs. (Ms. or Mr.) ____3. Answers will vary
4. Dec. 5. Fla. (or FL)

31. A. 1. A; 2. B; B. Answers will vary

Objective

32. A and B teacher evalaution

33. A. 2; B. Teacher observation and evaluation

34. A. 1. D; 2. B; B. Teacher evaluation

35. A. 5; B and C teacher evaluation

36. A. 2; B. Teacher evaluation